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ABSTRACT

A number of social studies educators were invited to share their ideas about how they thought about social studies, how they wrote about social studies, and what they told their students about social studies. The papers appearing in this document are the educators' responses and include: "The Social Studies: A Distinct Disciplinary Field or a Patchwork Umbrella?" (Richard Gross); "Curriculum Reform and the Foundations of the Social Studies" (James Barth); "The Idea of Social Studies" (Richard Evans); "Death to Scope and Sequence in Social Studies" (Murray Nelson); "Citizenship Education as the Central Purpose of Social Studies: The Heavy Load of a Dead Metaphor" (O. L. Davis, Jr.); "The Common School for the Common Good" (Michael Hartoonian); "Social Studies: The Basics" (David Blevins); "New Assumptions for A+ Elementary Social Studies" (Gary R. McKenzie); "Reflections on Social Studies Education (Ronald Wilhelm); "Democracy, Diversity, and the Social Studies Methods Course" (Perry Marker; Devon Metzger); and "The Case for Social Mathematics" (Statistics) (Margaret Laughlin; Norris Sanders; Michael Hartoonian). (DB)

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Thinking About the Social Studies: Some Specific Ideas About the Discipline

Bulletin 3

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Foundations of the Social Studies Special Interest Group

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Thinking About the Social Studies: Some Specific Ideas About the Discipline

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BULLETIN 3

FEBRUARY, 1991

THE FOUNDATIONS OF THE SOCIAL STUDIES / SPECIAL INTEREST GROUP

A SIG OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

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FOREWORD

In May 1990 the Foundations of the Social Studies/SIG President Margaret Laughlin wrote all members of the special interest group, inviting them to share, in papers of about 3,000 words, their ideas about how they think about (reflect on) social studies, how they write about social studies, and what they tell their students about social studies. What are their specific ideas about our discipline? What is social studies? Some of those who responded offered papers at Anaheim in November. The papers appearing in this bulletin are the members' responses to President Laughlin's invitation.

Essentially there are three categories of papers. Though all papers reflect on what social studies should be or what social studies is, they do so from three different views. The first group of papers contains an overview of social studies as a field, citing critics and reform reports, repeating what the authors believe is basic to social studies, and often suggesting future direction. The second group of papers discuss teaching the social studies methods course at colleges and universities often following President Laughlin's request to reflect on what they as college social studies educators profess to their classes on the meaning and practice of social studies. The third category suggests skills such as the use of statistical analysis which ought to become a regular part of social studies classroom instruction; noting that as research changes in the social sciences, just so research capabilities of social studies students must also change.

In the category that centers on an overview of social studies the first paper is by a distinguished social studies educator, Richard Gross, whose research, writing, and students have been influential in the field for three decades. In this bulletin we recognize his contributions to the field, and upon his retirement this year we along with his Stanford University colleagues will sorely miss his insights and strengths. Professor Gross' paper "The Social Studies: A Distinct Disciplinary Field or a Patchwork Umbrella," offers the warning that "after almost one hundred years we remain in a confused situation with divided camps and there will be no satisfactory resolution to the problem in the eyes of traditionalists until the progressive view . . . [is] finally stamped out and eliminated. Other of us who recognize the social studies as a discipline in its own right must now hope for some miracle that the current misguided views of the reforming reformers are checked and materially altered."

The following paper, "Curriculum Reform and the Foundations of the Social Studies," by James Barth continues with Professor Gross' theme, suggesting that there are basic ideas that support the field but that these ideas were essentially ignored by the four 1989 reform reports. Ronald Evans' paper, "The Idea of Social Studies," opens with a focus on Michener's 1939 bulletin "The Future of the Social Studies." Evans says, "I believe that the ideas suggested in that bulletin, over 50 years ago, offer a powerful conception of social studies for the 21st century, far more appropriate than the current trend toward replacing social studies with history and geography." Murry Nelson continues to

discuss the critics in his paper, "Death to Scope and Sequence in Social Studies," but focuses on, "The problem, however, is scope and sequence." It is the entire concept that makes for lock step, chapter by chapter, unimaginative social studies." In his paper, "Citizenship Education as the Central Purpose of the Social Studies: The Heavy Load of a Dead Metaphor," O. L. Davis examines the confusion created by the term "citizenship education" as a slogan in social studies education. "Citizenship education, as a dead metaphor, not only has become burdensome, it constitutes a liability to the social studies field. As a slogan, it misleads social studies' pupils and practitioners. It also confuses the public and other education professionals." The final paper in this category, "The Common School for the Common Good," by Michael Hartoonian centers on the development of values and beliefs," . . . educations first goal is to develop individual dignity and the public good -- together." He concludes that, ". . . individual worth and social responsibility. This is the nature of social studies education."

The second category focusing on the theory and practice of social studies in methods courses begins with David Blevin's paper, "Social Studies: The Basics." According to Blevin, "the central problem is a clash between my expectations for the course and those of my students." He then proceeds to discuss seven basic ideas which shaped his thinking and teaching about social studies. "New Assumptions for A+ Elementary Social Studies," by Gary McKenzie suggests that, "Elementary social studies is one of the areas that is not achieving what people think it should: traditional assumptions lower expectations, limit content, and

inhibit teaching." He identifies the old errors and suggests new assumptions and goals. Ronald Wilhelm in his paper, "Reflections on Social Studies Education," discusses an experimental class he teaches in social studies methods which emphasizes social studies as the core area of an integrated curriculum. He offers reasons why social studies holds a second class status in the elementary curriculum and then suggests how to meet the practical needs of future teachers. Perry Marker and Devon Metzger in their paper, "Democracy, Diversity, and the Social Studies Methods Course," ask the question, "Are we making a difference in the social studies classroom?" They continue, "It is unrealistic to think that our role as social studies educators is non-partisan, and likewise, prospective social studies teachers must also understand their partisan role in decision making and classroom instruction." They continue with a quote from Bigelow, "Teachers-to-be should not be ashamed of frightened of taking sides in favor of democracy and social justice." In category three authors Margaret Laughlin, Michael Hartoonian, and Norris Sanders in their paper, "The Case for Social Mathematics(Statistics)," develop their argument on the importance of using mathematics in social studies. Much of the media that is now available to teachers is in the form of statistics, i.e., population, crime, economic index, all of which require interpretation. They conclude, "This paper challenges educators to develop new ideas on quantitative literacy as a basic skill in social studies instruction."

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THE SOCIAL STUDIES:
A DISTINCT DISCIPLINARY FIELD OR A PATCHWORK UMBRELLA?

Richard E. Gross

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Before I try and explain to my students just what we should mean by social studies, I ask them. If you do this, you will immediately discover the variances and even outright contradictions that have beset our field since its inception just after the turn of this Century. Your students will use different wording, but they will identify the social studies in the following ways: (1) It is history and the social sciences selected and simplified for instructional purposes; (2) It is a curricular area under which we organize history and social science offerings; (3) It is comprised of the subjects which primarily constitute citizenship education; (4) It is the academic content through which we build social and national understanding and loyalities; (5) It is the area of the curriculum where students learn vital social knowledge, skills, and attitudes; (6) It is comprised of the subjects and lessons which are centered on the study of social problems; (7) It is an irrelevant and boring subject area.

Others can easily be added to the foregoing and to some extent each of these is correct and to a certain extent erroneous. The tragedy of our day is that the initial unitary viewpoint held by the founders who conceptualized the field has never really been accepted by the majority of individuals involved in the complicated process of social education. Nor

have the social studies truly emerged as a school discipline in their own right. The social studies should not be a grab bag of separate subjects or at best a loosely related set of independent school courses. Social studies should be a true school field on its own, something different and something more and something less than academic history and the social sciences.

The social studies should include the key findings and processes of history and the social sciences, as well as the concepts and generalizations they have accrued. However, in the education and lives of children and youth they should include much more than the foregoing. They are not the purely objective academic disciplines they draw upon and employ. In addition, they use knowledge and processes from other areas--literature, art, music, science, etc.--as these subjects enrich and fill out the social studies themes, topics, and issues being studied in the elementary and secondary school social studies. The public expects the social studies to carry a normative role, to forward character growth and good citizenship. Much of such learning needs to involve students in real problem study.

Unfortunately this conception has never taken deep root and current pressures from academic and professional critics and reformers promise to drive us further from the dream. (It must be admitted here that there is inadequate, valid, and reliable research as a sound base for the curricular organization favored by all camps and until this void is removed there will be no satisfactory resolution of the theoretical issues.) Some foreign countries have employed one possible resolution to this basic problem. They offer traditional history, geography, and some

social science courses and they also may offer somewhat parallel social studies courses. However, in most such instances I have found that the social studies offerings are frequently limited to the elementary and middle schools and/or their lesser importance are revealed in that the social studies may not be examinable for elite high school or university entrance. In a democratic society such as ours this would not seem to be a satisfactory resolution.

Thus after almost one hundred years we remain in a confused situation with divided camps and there will be no satisfactory resolution to the problem in the eyes of traditionalists until the progressive view of Thomas Jesse Jones, James Harvey Robinson, John Dewey, Charles Beard, the Rugg brothers, and other original proponents of social studies are finally stamped out and eliminated. Others of us who recognize the social studies as a discipline in its own right must now hope for some miracle that the current misguided views of the reforming reformers are checked and materially altered. In such a case we would gain general agreement that the social studies is a basic school discipline and that a true social studies curriculum in America will incorporate an integrated balance of issue-centered learnings that include six fundamental elements: (1) The societal goals of the United States; (2) The heritage and values of civilization; (3) The prime concepts and processes of history and the social sciences and related areas; (4) The dimensions and the interrelationships of today's world; (5) The skills of inquiry and decision-making; and (6) The personal and social needs of children and youth.

CURRICULUM REFORM AND THE FOUNDATIONS OF THE SOCIAL STUDIES

James L. Barth

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The year '89-90 was an unusual year in the history of the social studies movement. Four national curriculum reform reports were issued: CHARTING A COURSE: SOCIAL STUDIES FOR THE 21ST CENTURY; the Bradley Commission's HISTORICAL LITERACY: THE CASE FOR HISTORY IN AMERICAN EDUCATION, BUILDING A HISTORY CURRICULUM: GUIDELINES FOR TEACHING HISTORY IN SCHOOLS; DEMOCRACY'S HALF-TOLD STORY: WHAT AMERICAN HISTORY TEXTBOOKS SHOULD ADD; and the National Governor's Association report, AMERICA IN TRANSITION: THE INTERNATIONAL FRONTIER. Oddly, or perhaps not so oddly, none of the reports perceived social studies as a 75 year old national educational reform movement that educators suggested as the best way to prepare American citizens for the 20th century. All of the reform reports dismiss social studies, as Chester Finn would have wished them to, as a "debacle" Finn)--a debacle, a field with no substance, no consensus, but great discord, thus requiring the intervention of those, including our "betters" in the Federal Department of Education, who would guide the citizenship education of the country in a more effective and for some a more constructive direction.

National Assessment: Students Do Not Know the Right Information

Why these reports? What would explain the maturing of these reform reports by the end of the decade of the 80s? Diane Ravitch in some respects set the wheels in motion with the national assessment of students' knowledge of American history.

Social studies educators all know what the report said. The assessment, alas, came to the same conclusions as every other national evaluation since the turn of the century, that some Americans do not seem to be very interested in their own history. Edgar Wesley during World War II discovered exactly the same thing. Even the Second World War did not stimulate interest in the information that Ravitch and Finn believe to be essential. The assessment report should not have been a shock to the public. There has never been any evidence that the American public is overly concerned about knowing their country's history. Students have taken American history three times, in fifth grade, eighth grade, and eleventh grade, but do not know when Lincoln was President nor can they recall that each State has two United States senators, and this is cited as proof that such a poor performance must be the fault of social studies. As Charlotte Crabtree is quoted to have said, "Something is wrong with the way history is being taught in the curriculum" (Rothman).

What Do the Reform Reports Suggest?

What could one summarize from the reforms? Clearly summarizing the four reform reports is a dangerous business because the reports do not necessarily address the same issues. But perhaps some trends would become clear and just so Crabtree is very helpful in this summary abecause of her involvement with the new California social studies curriculum. By looking at what California did, with the assistance of Crabtree and the Federal treasury through the National Endowment for the Humanities, to reform social studies, one can indentify what the reformers mean by reform--strengthen the teaching and learning of history by (1)

emphasizing historical content in the elementary grades, (2) add a year's study of world history, (3) resurrect geography to a place of preeminence, (4) teach history in a chronological fashion. These recommendations are amazing. One wonders why social studies educators could not have thought of these reforms some 75 years ago? But then they did not need to think about these four suggested reforms because, in practice, these reform suggestions are what existed prior to the establishment of social studies as a field. Is it possible that social studies was created as a field to reform the reform reports of 1989 which seem to have been drawn from the citizenship education practices of the 1800s--a clear case of trying to make progress by looking backwards?

The Critics Recommend We Turn Inward and Return to the Past

Social studies educators must listen to the critics, even though they might think the critics are reactionary if not plain ignorant of the history of the social studies movement. The critics are at one at least on the point that they do not know or understand the social studies field. They cannot identify basic ideas or continuity, not even a field of study, and surely no discipline. They have come to that conclusion based upon what is actually taught in the nation's classrooms, the results of the national assessment, and of course their own bias toward teaching citizenship education. It is quite easy to say, "If the critics can't find it, it must be their fault." Social studies educators have not been clear about essential beliefs that drive the field. Professor Edgar Wesley, an early leader in the field, long after

retirement continued to repeat again and again, 'I did not pronounce nor proclaim strong enough when I had the chance about the meaning of social studies." (Wesley). In truth, even if Crabtree had heard Wesley and understood what he meant by social studies, and even if reformers of the '89 reports could recognize it as a field and a discipline, Ravitch, Finn, and many others would still wish to preach a reactionary form of citizenship education, showing a clear preference to return to the past as preparation for the future.

Finn speaks eloquently on this point, "But the most serious failings of social studies are conceptual, philosophical, even ideological. Simply stated, what most 'experts' social studies educators) in the field want students to learn is not what most parents and citizens expect them to know." (Finn) It is comforting to think that Finn does know what most parents and citizens expect and further he knows what students should learn. No question that he is far ahead of the "experts," so just how would social studies educators answer Finn on his accusations that "the most serious failings of social studies are conceptual, philosophical, even ideological?" The answer might not please him because he is one who prefers to look backwards and is the model of the Citizen Transmission tradition, a social studies tradition which encourages memorizing right answers. Mr. Finn has a perfect right to think social studies is a debacle, along with many of the authors of the reform reports, but social studies educators might feel more confidence in the '89 reports' conclusions and recommendation if the authors had shown that they knew the basic ideas that support the field and had rejected

those ideas in favor of more forward looking beliefs. Just what did the '89 reformers reject, that is reject without review? In short, what basic beliefs did they find unacceptable?

What is Social Studies?

The social studies is an educational reform, a product of the progressive era some 75 or more years ago. The clear intention of the K-12 social studies curriculum was to provide a place in the school curriculum where student citizens could learn through practice to manage change and crisis in a democratic society. Founders of social studies hypothesized that change and crisis would dominate the concerns of the citizens in the 20th century. They believed that if the United States was to remain a pluralistic, self-governing society facing a 20th century of conflict and change that students would need to seriously face and practice on life's problems in an organized classroom setting. Thus a social studies curriculum should be designed to practice the skill objectives of gaining knowledge, processing that knowledge, examining values and beliefs in order to actively participate.

What beliefs might one hold about designing a social studies curriculum if the above objective are to be achieved? (1) start with the notion of interdisciplinary integration, follow it with (2) practicing citizenship skills that require both reflection on problems and issues and the practice of decision making. (Barth and Spencer).

Interdisciplinary integration means that the content, knowledge, that one gains should be integrated both across

disciplines as well as throughout a curriculum. History, geography, economics, government, sociology, psychology are not to be taught as separate and distinct entities, but rather teach them as though they actually reflect upon the human condition. In reality, the social science disciplines and history are all just pieces of the same problems and issues. Why should students not be taught to integrate knowledge? In short, in a social studies curriculum do not fragment knowledge, teach students how to integrate knowledge. But how do you intetrate knowledge? Integrate it through practicing citizenship skills. One of those skills is processing information. In brief, teach students how to process information through some decision making system.

Finally what should students be processing information about?--social problems and issues. These problems and issues did not just spring to attention but have historical antecedents and future consequences. Social studies educators are not arguing about whether students should be ignorant, they are arguing about how information is organized and used. The effective response to these problems and issues is directly related to the quality of life and is therefore the essence of social studies, thus social studies might be conceived as, "the interdisciplinary integration of social science and humanities concepts for the purpose of practicing citizenship skills on critical social issues." (Barth)

In Conclusion

It is difficult to understand how a return to pre social studies practices of the 1800s that emphasized structure and function and linear chronological exploration with emphasis on

western civilization and American history could prepare students for the 21st century. Suggestions that focus citizenship education exclusively on looking backward and inward are to be seriously questioned because they do not face reality. In a rapidly changing world that features crisis after crisis after crisis students, prepared to memorize the Presidents of the United States and to recall the contributions of Harding but denied the opportunity to practxce decision making on real social problems in a world context, will be ill-equipped to deal with what already exists, an interdependent, global society where individual decisions directly affect the quality of life. If I am wrong, look backward and inward and try to explain to me the meaning of Desert Shield/Gulf War!

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THE IDEA OF SOCIAL STUDIES

Ronald W. Evans

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Something is happening here,
But you don't know what it is,
Do you Mister Jones? Bob Dylan, 1965

In 1939, James A. Michener served as editor of a bulletin published by the National Council for the Social Studies titled, "The Future of the Social Studies." In that volume, writer after writer (including the most prominent names in the field) described their visions for the future of social studies. The common theme among the articles was a call for problem centered study, for the critical evaluation of perennial societal problems. Virtually all of the authors deliniated a scope and sequence which culminated in the direct study of social problems, in a one year Problems of Democracy course or a two year sequence that fused relevant historical episodes with problems. I believe that the ideas suggested in that bulletin, over 50 years ago, offer a powerful conception of social studies for the 21st century, far more appropriate than the current trend toward replacing social studies with history and geography. In what follows I shall discuss competing approaches, offer a definition for social studies, discuss some of the ideas that condition my thinking about the field, and briefly discuss the prospects for change.

Competing Definitions for Social Studies

Over the history of social studies reform, we have had two

competing definitions for social studies: a) discipline based, and b) issues-centered. The two definitions are not mutually exclusive, as advocates of each believe that both the academic disciplines and active learning are important. They differ in degree of emphasis. Advocates of discipline based learning, which has long been dominant in schools, believe that social studies education must maintain the integrity of the academic disciplines, in broad parameters such as course offerings, and at the micro level, in organizing materials chronologically (in history courses), or in promoting inquiry (as little league social scientists).

On the other hand, advocates of issues-centered social studies education view the academic disciplines as important sources of knowledge, concepts, processes and raw material, but see students' lives and societal issues and institutions as a more valid starting point for social study. In other words, they believe that topics and materials from the disciplines should be drawn on and integrated in creative ways, to facilitate a search for meaning and social understanding. Most advocates of this view have proposed public issues as the center for the curriculum, and have de-emphasized retaining the integrity of the academic disciplines. Further, most emphasize inquiry or decision making as the central pedagogy.

Though I may be guilty of unnecessarily dividing these approaches into separate camps (they are overlapping in many was), these competing definitions might be best understood as representing two world views. The discipline based definition sees the world through the lens of a particular social science

(most often history). Dominated by a view of knowledge from the framework of a particular discipline, this definition has been promoted by the professional societies affiliated with each discipline and their allies. Over the years, this definition has had greatest influence during conservative times, during times of retrenchment with a concomitant focus on excellence and academic rigor. The discipline centered definition represents a view of the world from the academic scholar.

The issues-centered view approaches learning through the direct study of social realities, learning holistically. Interdisciplinary in its definition of knowledge, this view has been promoted by many prominent professors of social studies education. Though never dominant in schools, this definition has had its greatest impact in integration of knowledge at the elementary and middle school levels, in issue-centered curricula and courses at the secondary level, and in attempts to reform social education. This tradition has had most influence during liberal times, during times of innovation and change in education and society. The issues-centered definition represents a view of the world from the progressive educational theorist. As an advocate of issues-centered social studies education, I will suggest a definition for social studies and discuss several of the beliefs which have led me to support this view.

My Definition for Social Studies

I define social studies as an integrated, issues-centered field of study devoted to the general education of citizens through interdisciplinary teaching and ethical decision-making on

matters of public and private concern. The central aim of social studies is the critical and reflective testing of student beliefs and values about society, our collective past, and our social institutions. Social studies is about a search for meaning, truth, and value. Ultimately, it is aimed at making this a more just world. As such, it is an inherently ideological pursuit.

I base my assertion of this definition on the following beliefs:

1. While retaining many signs of stability, society is always in a state of flux and therefore amenable to change.

2. Truth and justice are complex concepts, difficult to define, and subject to multiple interpretation and changing commitments.

3. Knowledge is a form of power. It cannot be neutral. In everyday life, the forms of knowledge propagated by schooling tend to support the status quo or to change it. Therefore, we must help students gain insight into the problematic, socially constructed nature of knowledge.

4. Students' lives and students' beliefs should be the focal point of the curriculum. Students' social experiences are an important text that provide the most valid starting point for social study. Social studies should also draw on the university based disciplines of history and the social sciences for concepts, knowledge, principles, and inquiry processes, but only with full recognition of the limitations of each discipline for addressing the concerns of citizens.

5. Pedagogy is also a form of power. Reflective, problem-

centered teaching practices aim at student liberation through critical thinking. We may best prepare students for the dilemmas of life, and the stability/chaos that we confront almost daily, through the direct study of problematic situations (at the personal, community and societal
levels) studied as open-ended puzzles, without right or wrong answers.

6. As preparation for social life and considered decision-making, social studies aims at helping students develop a personal and collective social consciousness, at developing a commitment to the possibilities of the human condition, a sense of moral outrage over the failures and inadequacies of many human social institutions, and the perserverance to continue the struggle for social amelioration.

7. Through individual and group action, concerned citizens are engaged in helping to shape the future. Through studying problems and issues of the past and present, different cultures, and diverse perspectives, students will develop a framework for social understanding and a basis for ideological commitments. For the individual student, it's partly a matter of figuring out where I stand, how I fit into the contextual fabric of life, and what I can do to contribute to the community. It's a matter of finding tentataive answers and gradually developing commitments.

8. The ultimate purpose of social studies education is human liberation: liberation from want, liberation from social and economic oppression, liberation from social illiteracy. Though the curriculum, school, and teacher must refrain from advocacy on most issues, study of problematic situations aims at a vision of social justice and inherently includes understanding

and criticism of dominant interests. In this way social studies aims at transmitting a vision of social reform.

In keeping with my support for the progressive vision, the content of the social studies should center around the key questions that frame our existence. Questions like the following:

1. What kind of government governs best?

2. What role should government play in the social lives of citizens?

3. What role should government play in economic matters? In regulating business? In providing for social welfare?

4. What perspectives should we have on matters of cultural diversity, class, and gender?

5. What kind of society do we want to live in?

6. How well do our institutions reflect our hopes for a just society?

7. What role should our society play in the world?

Of course there are many, many such questions, none of which have final answers, and all of which are worthy of student thought and investigation. Because a fully issues-centered curriculum is still a distant vision in most school districts, such questions might realistically serve as underlying themes to be explored in currect social studies offerings.

Prospects for the Issues-Centered Tradition

Issues-centered education has a long history. Many of the leading figures in social studies education during the 20th century have championed a similar vision. Its history runs

through the 1916 Report of the Committee on Social Studies which founded the Problems of Democracy course; the work of John Dewey, Harold and Earle Rugg, Boyd Bode, H. G. Hullfish, and Alan Griffin during the progressive year; Maurice Hunt, Larry Metcalf, Shirley Engle, Richard Gross, Donald Oliver, James Shaver, Fred Newmann, Byron Massialas and many others during more recent years. At its base, the reform impulse that led educators to develop issues-centered approaches was rooted in a secularized social gospel and a belief that people could improve their world by conscious means (Evans, 1989).

Yet, it has not been an easy road. Over the history of social studies reform, progressive social educators have often come under fire. Perhaps the most notable incident was the attack on the Rugg textbooks during the early 1940's as a form of socialistic propaganda. During the McCarthy era, political attacks charged that progressive education was Reducation, while academic critics charged that it was anti-intellectual. By the late 1950s, such attacks had resulted in a movement to restore intellectual values, led by mandarins from the university based disciplines, and grounded in the theories of Schwab and Bruner. The New Social Studies movement, as it was known, produced an unprecedented volume of innovative curricular materials, but its reign was short lived, followed by the back-to-basics restoration in the late 1970s and an emphasis on excellence, driven by international economic competition in the 1980s, and the subsequent revival of history, promoted by the Bradley Commission and the 1989 Report of the National Commission on Social Studies,

a report dominated by historians and geographers dabbling in reform with little understanding of curricular issues, a report which ignores the best scholarship in social studies education.

Despite the efforts of social studies educators to affect change, traditional practices continue to dominate the schools. The vision of social studies as an integrated, issues-centered field of study is not likely to take hold soon, if ever. As James P. Shaver has suggested, the major lesson learned about reform in social studies is that "the advocates of any theory of social studies education, including that of an issues-centered curriculum, must take into account, or be defeated by, the realities of the school and the society" (Shaver, 1989). Yet, the future offers hope, possibility for change. Those of us committed to this vision must continue the struggle.

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DEATH TO SCOPE AND SEQUENCE IN SOCIAL STUDIES

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Social studies is on shaky ground, and there are many (educators and noneducators alike) who would be pleased to see it topple and be shattered into pieces. (The pieces would likely be the individual social sciences, which some perceive as comprising the totality of social studies.)

The two major groups that would like to see social studies redivided represent history and geography. The first group is represented most prominently by former Secretary of Education William Bennett; former Department of Education Chester Finn; adjunct professor of history at Teachers College, Columbia University, Diane Ravitch; and director of the National Endowment for the Humanities Lynn Cheney. Bennett's blueprint for "James Madison High School" returned history, most specifically American history and Western civilization, to positions of dominance in the curriculum. African, Latin American and Asian history as well as social sciences are given short shrift or are totally ignored. Mr. Bennett justified this through his appeal to the common Western culture that "we" all share and should extol.

Finn and Ravitch reiterated this notion, but also took a bit more pragmatic view. They acknowledged that there may be important concepts and understandings contained in Asian, African and/or Latin American history and culture, but the time spent on history in schools is so short that choices must be made. Since all history and culture cannot be studied, it behooves Americans

to study American history and the roots therein, that is, Western civilization. A teaching of a national heritage and cultural tradition is vital argue Finn, Ravitch and Roberts (Finn, Ravitch, Roberts, 9). Wrapping themselves snuggly in Old Glory, they see this study as enhancing citizenship, patriotism, and the common culture.

Geographic ignorance has also been well chronicled, mostly as the result of place location testing by some geography professors of their students and by subsequent, similar tests of lower students by others (including Ravitch and Finn). In response to these attention-grabbing concerns, and because of a deeper concern for understanding of geographic concepts, a number of professional geographic organizations (National Council for Geographic Education, American Association of Geographers, National Geographic Society) have joined forces to produce geographic guidelines for schools. The professional groups have combined these with workshops that, it is hoped, will give teachers a better grasp of the tenets of geography and return geography to a position of prominence (if not dominance) in the schools.

Scope and Sequence

These concerns have been melded with others to produce a clarion call for specificity in all this -- for better, more articulated scope and sequence. The above groups suggest such organization around history or geography respectively. Social studies educators are faced not only with these scope and sequence demands, but those of other social sciences, of

developmentalists, and of administrative bureaucrats. The response by the National Council for the Social Studies House of Delegates (over 200 social studies educators from all 50 states) was to call for NCSS to "develop three alternative models (of scope and sequence) which NCSS can endorse" (Minutes, 219). The original proposal had been one model, but after some debate, three models were settled upon. The intention of this was to propose and publicize scope and sequence models on social studies. Three models it is hoped would widen the possibilities yet maintain order in a field often chaotic. The problem, however, is "scope and sequence." It is the entire concept that makes for lock step, chapter by chapter, unimaginative social studies.

It is scope and sequence that makes all text books look alike and read like business notices. It is scope and sequence that administrators, school boards and many teachers cling to lest we tumble into the curricular abyss. It is scope and sequence that restricts academic freedom and promotes censorship of any deviation from the curricular form. It is scope and sequence that must be abandoned as a curricular principle for the social studies.

John Dewey and Models

The notion of scope and sequence in social studies is not new. There is general agreement that most schools conform to an expanding communities model in the elementary grades and in the junior and senior high follow to a great degree the recommendations of the Joint Committee of 10 from 1916. The

expanding communities model has frequently been criticized, but no alternatives have arisen to replace or compete with it. Dewey saw the fluidity vital for a "psychologized" curriculum. He noted that the expanding communities model had become too lockstep in its approach and its adherents.

> Considerable stress has of late been laid upon the supposed necessity of following the development of civilization through the successive steps in which it actually took place... The point urged is that the present depends upon the past and each phase of the past upon a prior past. (Dewey, 1900, 156)

Dewey said that history and geography had to be studied together as social study, not separately as the record of the past or the features of a region. There was no reason for elementary students to study history or geography if they were to be reduced to the trivial pursuit often still found today in schools. History must be indirect sociology, claimed Dewey, "a study of society which lays bare its process of becoming and its mode of organization...History must be presented as a forceful acting thing." (Dewey, 1900, 151). History was to paint a vivid picture of why people acted as they did, how they reacted to success as well as to failure.

History, however, could not stand alone and had to be integrated, Dewey noted in explaining the weakness of teasing out one social science from others.

> When this interdependence of the study of history representing the human emphasis, with the study of geography, representing the natural, is ignored, history

> sinks to a listing of dates with an appended inventory of events, labeled "important"... When the ties are broken geography presents itself as that hodge-podge of unrelated fragments too often found. It appears as a veritable rag-bag of intellectual odds and ends; the height of a mountain here, the course of a river there, the quantity of shingles produced in this town, the tonnage of the shipping in that, the boundary of a country, the capital of a state.
>
> (Dewey, 19, 211)

In many of his writings Dewey extolled the value of biography in teaching history, since it provided for a vivid, dramatic examination of a person's life and times. (Dewey, 1916, 215 and 190, 154). He also favored economic and intellectual history to the political history often emphasized.

The Existent Curriculum

Both Le Riche (1987) and Akenson (1987) have traced the expanding environments model to early Herbatian thought particularly tied to the culture epochs theory. "The culture epochs theory of child growth and development -- the idea that as they grow up, children relive the cultural history of their race -- was brought to the U.S. from Germany in the late nineteenth century by the American Herbations." (Le Riche, 139). This was the educational equivalent of ontongeny recapitulates phylogeny. Thus, "the younger the child the apparently simpler the society studied in the classroom" (Akenson, 157).

The curriculum model became "lock-step...imposed on children

(which) would seem to obscure the understanding of the interrelationships between the family and the community, and by implication, the interrelationships between all of the other communities in the sequence as well." (Le Riche, 149).

Dewey, however, was not tied to this model, or any one for that matter. He felt that child needs and content needs must be melded, psychologized he called it (See Child and Currculum), and all models were to be modified as need be. The expanding environments model held no "sacred" appeal to him, despite many people crediting him with its popularity. In contrast, he stated,

> The (expanding environments) program is not presented as the only one meeting the problem, but as a contribution; the outcome not of thought, but of considerable experimenting and shifting of subjects from year to year, to the problem of giving material which takes vital hold upon the child and at the same time leads on, step by step, to more thorough and accurate knowledge of both the principles and facts of social life, and makes a preparation for later specialized historic studies.
>
> (Dewey, 1900, 158-59)

Despite Dewey's disclaimers, the model took hold for a number of other reasons. For one, "the expanding environments (model) also fit neatly with the rise of business and industrial models in the administration of schools." (Akenson, 162). In addition the strong influence of Arthur Dunn and other civics educators from the Committee of 10 made the model even more

appealing. "The notion of a series of concentrically ordered, mutually interdependent communities, suitable for fostering citizenship, and related to the immediate experiences and abilities of the student received an influential hearing." (Akenson, 164)

Thus the attacks on the one model for elementary social studies have been rebuffed often for non-educational reasons. Its simplicity still gives it appeal to professional and lay-persons alike since it seems so sensible to adults. Similarly with the existent secondary social studies curriculum. It makes sense to adults, partly because of tradition, partly because of ethnocentrism. The 1916 Committee on Social Studies of the National Education Association recommended geography and\or European history as the topics of study for grade 7, American history for grade 8, Civics in grade 9, European history in grade 10, American history in grade 11, and Problems of Democracy in grade 12. There is a cyclical pattern here that is appealing to adults and this curriculum pattern (with variations) is, by far, the most prevalent model found in junior and senior high schools. Yet at the time of the 1916 Committee Report, the curriculum was designed in cycles "based chiefly upon the practical consideration that large numbers of children complete their schooling with the sixth grade and another large contingent with the eight and ninth grade." (Bulletin, 1916, 12). This is simply no longer the case, despite alarming dropout rates for certain populations. The Committee Report of 1916 was a good report, but it was not to be taken as immutable. The report itself noted this.(10)

> The committee has refrained from offering detailed outlines of courses, on the ground that they tend to fix instruction in stereotyped forms inconsistent with a real socializing purpose. The selection of topics and the organization of subject matter should be determined in each case by immediate needs.

Through all of this debate the expanding environments model and the 1916 recommendations have been seen as reactionary villains. That, I believe, is not the case. Scope and sequence is the real impediment to growth. What would be the implications of such a heretofore unthinkable act, i.e. the elimination of scope and sequence? By its very lack of paramenters, the academic freedom of teachers is enhanced. As talk of teacher empowerment grows, this is truly an act of teacher power, but there is a considerable price. Teachers would have to create their own courses and materials and many teachers do not have the desire (nor do some have the ability) to do this. A logical place for such creation to occur would be teacher centers. There, master teachers, curriculum specialists, and classroom teachers could work to develop materials, units, courses of study with the help of social scientists, humanities scholars, and interested others. The directions these groups might take would be influenced by today's realities and the needs of the future. History and other disciplines would be used to learn, shape and predict society's future, rather that being enslaved by the past.

Neverless it is a teacher's decision which should be made for each class and, if possible for each student. Witness for

example the curriculum of Baxter and Young, (1933) wholly developed by them with their fifth grade students and their interests in mind. In their work they assert that "a theme has never been approached in the same manner by any two groups in the fifth grade and the particular interests of each group have determined the emphasis and direction which the unit has taken" (Baxter and Young, 5).

The individual student or group pursuit of knowledge will be much more enthralling and rewarding. The depth of understanding of material covered and commensurate skills and values will be retained much longer. When one considers all that we know of learning theory and research, agreement is not hard to find. More than 75% of student data learned is forgotten within a year. People learn best when they have the opportunity to shape their own learning. Jane White recently recommended that more discourse in social studies is needed and should be constructed around big ideas like the industrial revolution illuminated with elaborated details. She opts for development of educational connoisseurs (borrowing from Eiser) which what is proposed here would foster (White, 1988).

Criticisms of this proposal will be swift. Some should be addressed.

1) This proposal eliminates shared body of knowledge. The common culture is essentially abrogated in favor of people's social studies. this is possibly so; but again noting retention and learning, most of that data is lost anyway. In addition how vital is data never used? Billings (1929) indentified 888 generalizations in social education. Why aren't those taught if

indeed we value understanding? I would contend that uniformity and order are valued more than understanding. Of course, understanding is deemed vital, but the realities of schooling indicate uniformity and order come first; they are deemed indispensable to understanding, which is thus subservient to them.

We are unfortunately locked in our own paradigms (to borrow Thomas Kuhn's expression). To grow as a society, as individuals, we must be able to build and examine new paradigms. A recent New York Times article heralded the New Foreign Language/International Studies Magnet Center at Venice (CA) High School in the Los Angeles School district where international relations courses with a "world perspective" replace regular social studies courses as the students advance in grade. The school is not for everyone, instead appealing to those with this international, multilingual interest (Wilson, 1988).

2) What if a student moves to a different class of school -- they might have to study the same thing twice of miss something vital. I would contend that almost no single piece of data is vital; and if I am wrong, then those data will be learned in many ways through many ways through many curricula. As for studying the same thing twice, in the same way, highly unlikely. Individual teacher design and student pursuit in the curriculum would make this an entre for more focused or developed pursuit of knowledge.

3) What about United States history? Doesn't everyone have to start with the land bridge from Asia and move chronologically

to today (or World War II, most likely)? Not at all. To quote John Dewey once again, "The true starting point of history is always some present situation with its problems." (Dewey, 1916, 214). In a dynamic, vibrant county, American problems and the curriculum should not be static. Another New York Times article notes that more exciting techniques are needed to teach American history. The predictable content is "traded off for a more thrilling learning experience". It is noted that, "History is not easy but it need not be dull." (Hechinger, 1988).

4) Textbooks will be often unusable or at least more difficult to use. This is true. Either publishers will produce exciting books for narrower markets or teacher will produce, develop or modify their own materials. The criticism of textbooks for their "interchangeablenss" is valid. The publishers are not to blame, however; they only produce what the market will accept.

5) What about the reading levels of new material; won't they be uneven? Indeed, but I think the charting of reading levels in content books is less than reliable. So many terms are used and accepted that students can determine more from context if they have some say in what they will pursue.

6) Are teachers really capable of doing this? I hope so considering that we "train" them to be sound and effective educational decision makers. Also the recent report from two social scientists at the Brookings Institution (Wycliff, 1990) extols similar notions as these. A caveat from the 1916 report should be offered. In calling for schools not to abandon textbooks, it was noted (62).

> The teacher who is not able to use a fairly good text and to adapt it to the needs of his (sic) pupils to their great advantage can hardly be expected to be capable of devising a course independently of a text that would in any sense compensate for the loss of the recognized value of the best texts available.

John Haas (1986) and others have contended that the social studies curriculum is impervious to change. If that <u>is</u> the case, then all this talk of scope and sequence models is a waste of time. If it is not so, then I feel a real change in structure is vital, one whose goals and future changes from year to year and class to class.

There are more potential problems, I am sure; but I am prepared to refute them as the arise. Scope and sequence keeps teachers and students <u>enslaved</u> and reduces content to trivialities. Rather than developing one, three or eight models of scope and sequence for posterity, the process must be renewed each year in each class. Only then will we see real social studies.

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CITIZENSHIP EDUCATION AS THE CENTRAL PURPOSE OF THE SOCIAL STUDIES: THE HEAVY LOAD OF A DEAD METAPHOR

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Citizenship education fails as the central legitimation of the social studies. It burdens the field specifically because it is a dead metaphor.

Surely, it was not always dead. When it was alive, it undoubtedly nurtured lush meanings, multiple possibilities. Among its many successes, it fostered, for example, Harold Rugg's revised notions of school history. It stimulated a renewed civics course for young school leavers and it husbanded the secondary capstone course, Problems of Democracy. These signal achievements, however, may well have been gasps of the metaphor in its terminal stage. The metaphor of citizenship education appears no longer to live, even though the phrase survives as social studies most prominent slogan.

The citizenship education metaphor is dead precisely because it is understood literally. That is, the term does not admit to multiplicity of meanings and references. It has come to have a commonsense meaning as the rationale for any social studies offering. The term further is understood to convey a narrow, technical, dimension to the social studies. These meanings, additionally, are understood to exclude from citizenship education other curriculum areas as well as the basic purpose of schooling in our culture.

Thus, citizenship education, as a dead metaphor, not only

has become burdensome, it constitutes a liability to the social studies field. As a slogan, it misleads social studies pupils and practitioners. It also confuses the public and other education professionals. Its major liabilities are not difficult to understand.

Perhaps, the affiliation of the social studies with the symbolic power of the citizenship education metaphor prompts the commonplace understanding that the social studies is the school subject which has to do with citizenship. Whatever the explanation, little dispute and less wonder is attached to this quiet understanding. Three familiar situations illustrate this circumstance.

Children on the plaground quarrel. After defusing the episode, teachers comment to one another, "When we get back to our classroom, we'll have to have a social studies lesson. We just can't have such disruptive behavior." A reasonable meaning: quarreling is not "good citizenship" and an impromptu "social studies lesson" is the appropriate curriculum response.

Students and faculty in a school decide to initiate moves to oppose useage of illegal drugs. They decide to ask the social studies classes to develop some programs for the student body to include "town meetings" and "rap" groups during lunch time. Their justification is easy: the social studies classes are appropriate because "don't they have to do with citizenship?"

Many primary school teachers do not schedule social studies in their daily timetable. Their justification is that "their social studies" occurs all day long as they teach children specific dimensions of citizenship, e.g., to cooperate, to

respect other children's property, and to learn school rules.

Citizenship education in the mindscape of the school culture, simply, is understood to be the province of the social studies. This understanding is not only indefensible. It is a serious error with dangerous consequences.

For both the school and the social studies, the continued allegiance to a dead metaphor exacts frightfully expensive costs in the distortion of viable efforts for renewal, the confusion and distortion of program development and legitimation, and the rapid evaporation of vitally necessary public support. Two portrayals illustrate categories of impressive consequences.

One major effect is that the civic function of schooling is debased. That is, as the social studies is seen as having central responsibility for citizenship education, the school as an institution and all other curriculum areas have license to avoid explicit attention to citizenship. This enacted debasement offers no laurel wreaths to the school and other curriculum areas. Simply, they shirk their responsibilities. On the other hand, they avoid any real or rhetorical conflict with the social studies and its advocates.

The simple truth insists that the school as institution absolutely has civic functions. For example, children are not taught to read in order that they may read special literary canons. The school teaches children to read in order that they may more fully participate in the life of their society. Likewise, proposals that high school students engage in a significant social service project prior to graduation magnifies the school's civic role. Were that kind of project only a part

of a social studies course, on the other hand, its symbolic power would be diminished and the responsibility of the entire school, as a community, would be sidestepped.

As well, each of the school subjects must be understood to contribute to civic purpose. Studies of To Kill a Mockingbird and Romeo and Juliet and "The Rhyme of the Ancient Mariner" must not restrictively be legitimated by literary criteria alone. Literature offers readers a mindful engagement with a common culture and an opportunity to invent personal meanings outside the limited context of a single lived life. A vitiated curriculum is a consequence of untended civic purposes by all school subjects.

A second consequence features a disordered duality. Simply, the citizenship education metaphor serves to bifurcate the social studies. The socially respectable portion comes to magnify technical aspects of citizenship. The "other part" is regrouped in diminished respect as the school's several social subjects. Under these circumstances, citizenship education becomes enacted as voting skills, even though it may include attention to campaigning, political issues, and, perhaps, law enforcement. Particularly in election years, the drama of the campaigns in the larger society invades this aspect of the social studies in the guise of current events and with "time off" from "regular" social studies. That is, citizenship education is known in practice to be special, different, and mainly technical rather than conceptual.

The remaining and effectively diminished part of social studies represents, in reality, what most people understand the

social studies to be. What is left are the school subjects of history, geography, government, and economics, and, perhaps, sociology and psychology. Assigned metaphorically to a role only contributory to citizenship, even to a kind of curricular dust bin, these subjects continue to survive. To them, not uncommonly, the metaphor of citizenship education seems only irrelevant. They, the "left over" part of the social studies, are seen as "school stuff", stories, vague explanations, maybe some old photographs and decaying documents, and facts and maps, of course. Only "maybe" does this part of the social studies have anything directly to contribute to students' understanding of and involvement in the life of his society.

The sorry condition rudely sketched here dishonors the democracy that the schools and the social studies would serve. Still, that democracy robustly encourages renewed liberation of lively ideas and action. Hope exists.

If the metaphor of citizenship can still live, it requires generous and sensitive attention. Its use as legitimation must change radically. Not just the social studies, but the school and its entire curriculum must relate to the metaphor's expansive and unfettered references. If the metaphor of citizenship can still live, those who would see a new vision must speak and listen very differently than did their predecessors. So revived, the metaphor will help bear the load of social education rather than being a burden to it.

THE COMMON SCHOOL FOR THE COMMON GOOD

Educating Citizens for the Twenty-First Century

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Education, as defined within our republic, must embrace the ethical imperative of seeing all children as precious beings who will inherit a world of baffling complexity. Within this context, education's first goal is to develop individual dignity and the public good--together. Since the wellbeing of the individual is directly related to the health of the community, the implementation of this goal means that schools must develop in students self-critical, self-correcting abilities coupled with an enlightened sense of civic responsibility. Thus, the role of the public school and the public university is to develop the citizen who can live a meaningful life in a republic within a global setting at the beginning of the 21st century. This citizen/student understands the power inherent in the creative nature of knowledge, as well as the social, political, economic, and moral systems that drive and define our characater. This student/citizen understands the principles of rule of law, legal limits to freedom, and majority rule and minority rights. Without a conscious effort to teach and learn these things a free republic will not long endure.

There is little disagreement today that the republic is in trouble. Our collective lives lack moral strength; our infrastructure needs a complete up-date; our social institutions from families to schools to government need nurturing, renewed

purpose, and ethical leadership; our bills need to be paid; and our general welfare promoted. We have developed some pathological habits of the mind and heart that have trapped us in deep and little understood ruts. Above all else, we seem to lack the courage for rightful behavior. Ernest Hemmingway once stated that courage was "grace under pressure." The pressures are everywhere today; it's the grace that is at issue here.

The tolerance for grace may be imprinted on the human brain, but it must be nurtured in a special way. This special way of nurturing defines the essence of social studies education. Grace is a function of perspective. That is, a notion of time, place, and culture that allows us to see back into our heritage and ahead toward our common human potential. To the individual who can develop an understanding of his or her cultural heritage also goes the knowledge needed to answer the question, "Who am I?" And, the knowledge to be able to say, "I know who I am, and what is expected of me," is the beginning of grace.

Whether we call it history, geography, economics, anthropology, philosophy, political science, psychology, religious studies, or sociology it is the integration of these content areas together with ideas and methods from the humanities, social mathematics (statistics) and the natural sciences that we call social studies. The social studies can provide a degree of "grace under pressure" or the courage needed by the citizen/student to perceive; that is, to see with sensitive eyes and to behold the fullness of what it means to be human. Put another way, knowledge created from a study of the above disciplines can provide citizens with the wisdom to

construct private and public policies that will take what is good in our culture and try to extend it into the future. In this task, we become more than just passive learners of history and the social sciences. We become the active link between the past and the future. We become the doers of important work....the work of passing on "the good." As society becomes more complex, this task becomes more difficult because of the increasing responsibility to know what to keep, what to throw away, and what to build anew. But, it also becomes more important work.

Today there seems to be few principles and little practice that unifies the school curriculum and furnishes it with meaning. Because of their strategic location within the intellectual construct of schooling social studies educators can play a leadership role in nurturing meaning. This is said in light of the contextual limits of contemporary society, the education of social studies teachers, and the content and methods that they teach. The dreams and dilemmas of democractic citizens living within an inclusive global reality at the dawn of a new century most clearly invite social studies teachers to create new curricular and instructional metaphors and designs. The most powerful invitation comes from the need to be more complete in our construction of knowledge and more comprehensive in our thinking about social and personal problems and potential. We know from personal observations, from research and from history that obtaining this completeness and comprehensiveness is dependent upon our abilities to: (1) integrate knowledge from traditional academic disciplines, (2) process new information

within a coherent conceptual structure, and (3) focus on the realities of the lives of individuals, groups, and societies, from the classroom to the globe.

Social studies teachers also understand that knowledge is culturally and historically determined. For example, the science of the twentieth century is quite different from sixteenth century science and, no doubt, will be different from twenty-first century science. There are no human views of reality except through cultural lenses. All citizens must confront the fact that one cannot understand knowledge or reality outside of a cultural framework that defines who we are and how we view the world. This is what social studies teachers can model in their relationships with other citizens, including students and colleagues. This is how social studies educators can address the important topics of the day. Students will construct meaning as the develop policies that confront authentic issues. Thus, a quality social studies program provides a framework for observing, describing, analyzing, evaluating, and making policies about society that will lead to a healthier social and ethical climate for all citizens. Such programs and frameworks are pedagogically sound and intellectually manageable.

The intellectual and pedagogical components of this social studies program would include:

* the nature of knowledge

(How do we come to know about the world and ourselves?)

* the nature curriculum scope

(What and whose knowledge is of most worth?)

* the nature of psychological/intellectual development and curriculum sequence/integration

(What are the necessary conditions for authentic study and assessment?)

* the nature of the common good and the common school

(What kind of school can best serve the needs of a culturally diverse democracy?)

It is the responsibility of social studies teachers to be stewards of the cultural heritage and to use it for the betterment of the human condition. Ultimately, an appropriate and required K-16 social studies curriculum can provide hope for the new century. Hope is made possible through the development of character, and character is primarily a question of wisdom. This means that part of the quality of character is dependent upon how well we know, understand, and can use the cultural heritage--the wisdom of the human family that we tap when we engage the social studies. There can be no quality of character without this awareness; and without quality of character there will be no maintenance nor improvement of the human condition. This is the case because character is a function of perspective which is gained from being truly in touch with that knowledge of most social worth within a context of justice. This is the ultimate study. This is the route to productivity and happiness, duty and joy, individual worth and social responsibility. This is the nature of social studies education.

SOCIAL STUDIES: THE BASICS

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I currently teach elementary social studies methods and this course is, to my mind, the most troublesome of the five or six courses I teach each year. As I analyze it, the central problem is a clash between my expectations for the course and those of my students. Students seem to want a "how-to-do-it" course which meshes with current practice as they understand it from their own remembered experiences as elementary students, and/or their more current observations in the local public schools. Aside from finding considerable fault in current practice, I feel that elementary majors are better served in the long term by thinking deeply about the purposes of social studies, becoming aware of current practice and criticisms of it (such as Project SPAN materials provide), and moving towards an expanded conception of social studies and what it could and should be for their students. I do have my students create a teaching bulletin board, make a teaching unit, and participate in (and sometimes help design) illustrative teaching activities. To illustrate my desire to try and reconcile my expectations with those of my students, I have changed textbooks four times in the last six years -- settling, always tentatively, on Welton and Mallan's newest edition of Children and their World.

Some basic ideas which shape my thinking and teaching about social studies include:

1) Elementary and secondary students do not like their

social studies classes. Surveys and other research which go back at least 50 years support this conclusion. It is not at all unusual for children to prefer mathematics to social studies. This conclusion is, to me, somewhat surprising. This conclusion also "bothers" me alot.

2) Elementary and secondary students are not learning social studies. National Assessment of Educational Progress data and that from a number of other studies provides considerable support for this conclusion (although such a conclusion can also be reached for most, or even all other, areas of the curriculum). I consider this conclusion and that found in number one above to constitute a kind of "irreducible" fact - one so basic and important that it demands that those responsible for current practice justify these unhappy conclusions or, failing that (as I assume the case to be), work to change the status quo so that students either learn social studies or like it, or, preferably, both learn and like it.

3) A common perception in the society is that social studies is limited to factual content from history and geography, and government. Oftentimes these perceptions, based in major part on tradition, have the effect of minimizing or excluding other content areas which the social studies curriculum might be expected to encompass such as anthropology, psychology or social psychology, economics, sociology, and others; as well as broader or different perspectives from political science, geography, and history not currently included in the program.

4) While not unique among the academic disciplines, a major and significant gap exists between current practice in social

studies and the ideal one envisaged by many college/university, supervisory based advocates ("the experts", "the ivory tower", "the intelligentsia", those who represent the "culture of the university").

5) "Irreconcilable differences" exist concerning the definition, nature and purposes of social studies. While much of these differences are perceived and hotly debated among "the experts", these differences are also reflected to a lesser degree in current practice. (There is probably more agreement and coherence among classroom teachers on these issues than between them and "the experts". A useful description of these differences can be found in the Barr, Barth and Shermis three "Traditions" model (see Defining the Social Studies NCSS Bulletin).

6) While not exclusive to it, social studies is probably subject to more "political interference" than any other academic discipline. Legislators, school boards, parents, special interest groups, etc. look to the social studies program to address their concerns and agendas. As a consequence, the social studies curriculum is often created through a curriculum development process which mirrors other decision-making processes characteristic of a democracy with accomodation, compromise, and some internal contradictions resulting from this political dynamic. Indeed, the social studies curriculum at any point in time might be usefully studied as an artifact/product of the political pressures which created it along with the residuals from the past and carried forward through tradition and (sometimes) inertia and mindlessness. Related to the "political

nature" of social studies is that social studies curriculum as envisioned by "the experts" is potentially quite "controversial". While censorship of literature, questions about sex education, evolution vs. creationism, etc. confront other academic areas, controversy is seen as inevitable and desirable in social studies (at least by "the experts"). Interest in the social studies program outside of the ranks of social studies educators has what might be viewed as both positive and negative consequences for the curriculum.

7) It is the belief of many "experts" that most of the negative conclusions above are not inevitable. While the image of what an ideal social studies might be like would differ (and perhaps significantly so) from one "expert" to another, most can envision a much more vital social studies program which is liked and learned by students and which could make a significant contribution to children, their society, and world community. Another way to say the same thing is that many "experts" do not feel that the status quo as they understand it to exist is inevitable. Many believe that the changes they envision could be accomplished within existing structures, with what is currently known about the nature of social studies and of learning, and within the capacities of existing teachers (with adequate training). Such a revised curriculum would not be static but would continue to evolve in order to address new knowledge from the content fields from which social studies draws its content, new understanding about the teaching/learning process, and changing needs of society.

NEW ASSUMPTIONS FOR A+ ELEMENTARY SOCIAL STUDIES

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Project A+, a cooperative effort of Austin public schools and IBM International, has involved hundreds of citizens in discussion of curriculum in the first year of a ten year project to improve education. Elementary social studies is one of the areas that is not achieving what people think it should; traditional assumptions lower expectations, limit content, and inhibit teaching. This essay identifies the old errors and suggests new assumptions and goals.

Changing Assumptions

Elementary social studies was created seventy five years ago to train immigrants to urban areas in simple manners and traditional family and low tech work roles that children normally learn automatically by maturing, and assumed young children could not understand ideas and could only learn information by rote. Apparently Kilpatrick built social studies on G.S. Hall's theory that genetics and an instinct to reinact ancestral activities caused brains to evolve through "simian" and "savage" stages, during which children could not understand information or ideas and could only learn by trial and error or observation and rote role play. If powerful ideas were taught, mental evolution would be arrested, so heuristic content was excluded; because play or discovery learning activities were suposed to cause minds to evolve, teachers were restricted to indirect teaching methods (McKenzie, 1980B). Vestages of that theory persist in Austin.

In changing high tech society, roles and jobs that are learned by observation are dead ends. Few families are traditional, good jobs require technical knowledge and ability to study and relearn, and citizens must understand national and world issues to cope with change and adjust to demands of the information age. The need for knowledge has become immediate and critical (National at Risk, 1983) and is not limited to math and science. The report of the National Endowment for the Humanities (Chaney, 1987), and E. D. Hirsch (1987) have showed similar needs in humane social living. Austin's P.T.A. agreed that elementary social studies must equip children with stories, information, images and ideas they need to comprehend what they read or hear about people, places, events, ideas and ideals that are beyond their experience. Critics and parents agree that the purpose of elementary social studies is to teach information and ideas that pupils must know and apply in order to understand and solve problems in our technical world.

Modern psychologists reversed Hall's inhibiting assumptions. Piaget replaced Hall's genetic stages with evidence that minds develop one idea at a time as children assimilate information and accommodate ideas in thinking: thus knowledge, not age, biology or games determines intelligence (Hunt, 1962). Bruner (1960) and Gagne (1965) literally reversed Hall's theory. Experts now agree that children learn, understand and use information and ideas at any age as the ideas are carefully taught. Knowledge and learning to use information and ideas strategically is what enables humans to comprehend stimuli and solve problems rationally (Gagne', 1979). Research shows that expert problem

solvers are distinguished by ability to recall and apply domain-relevant knowledge to problems. (Chi et al, 1982). If we want experts, we must teach knowledge and teach pupils how to use it.

Cross-Cultural Literacy

I propose that the elementary social studies should focus on teaching children information and ideas about people, places, events and ideals that extend across time and space, and must include the best the world has ever had to offer in a knowledge base of "cross-cultural" literacy. But we must teach more that the meanings of words and stories as inert facts. Austin must also teach pupils to use basic kinds of information and ideas consciously and logically in common, realistic tasks of learning, inductive and deductive processes of reasoning and in ethical decision making.

Pupils must learn geography and learn to use place names to imagine map locations in comprehending spatial relations in the news, literature or texts (McKenzie, 1980A). Names of peoples of events of phenomena should enable pupils to visualize scenes or recall stories of famous locations, historical events and stories of classic cases or heroes as Hirsch (1987) explains; but pupils should also learn to use these descriptions as precidents and analogs that enable expert responses to classic problems. Pupils must learn to use concepts to classify items and describe concrete cases in terms of abstract variables that aid comparison in inductive reasoning (McKenzie, 1974). No principle should be taught without showing when and how to use it deductively to infer or predict outcomes in other situations (McKenzie & Henry,

1979). We should teach universal meanings of values like justice, charity, courage, freedom, perseverence, responsibility and integrity; and teach pupils to use the ideals to evaluate alternatives (Newmann and Oliver, 1970). We should teach routine skills that enable using references, maps, and electronic data base systems to find information. And we should teach definite heuristic strategies students can use to guide themselves to learn from different media, induce patterns from multiple sources McKenzie, 1980), identify new principles in texts and apply them to new situations, and ways to evaluate merits or alternatives in decision making. By middle school, students should know and be interested in different times and places, know how to use ideas logically, and know basic strategies for studying issues and describing problems.

A New Sequence

Our sequence should be reversed to fit Whitehead's romantic and analytic stages of schooling (1967). Primary grades should inform children about interesting, often mentioned landmarks, communities and famous events so they can visualize the places and times literate people know. Romantic, inspiring stories about people events and heroes from other times and places build schema for comprehension, ideals for problem solving and interest in learning about a wide, exotic, romantic, heroic world. Themes would include how other people live, how things work, how customs function and include stories to teach courage, self reliance, civic duty, honesty, charity, justice, and integrity by example.

In third grade, the analytic phase begins when pupils begin

to use ideas in strategic ways. Intermediate pupils will still learn descriptive case studies in detail, but as prototypes to be used as analogs in problem solving. Explicit attention would be added in applying formal concepts to analyze, classify and compare the cases and discover principles inductively. Also students must learn and consciously apply clear, cause-effect principles deductively to predict phenomena and project probable consequences of conditions in new cases. Perhaps principles of meteorology predict climate, climate predicts vegetation; principles of culture types combine with vegetation to predict economy. Principles explain migrations, and cultural interactions explain conflicts, borrowing and change. And changes in technology change uses of environment and quality of life. These principles, and an extension of basic values in social events, could be well developed in a more in-depth study of U.S. geography and early history in fourth grade, and modern U.S. history and government in fifth grade. I would propose a similar sequence of world geography and history in sixth and seventh grade.

In adolescence, when children begin to make decisions that will affect their adult lives, it would be appropriate to focus on complex matters of family and community roles. With a degree of cross-cultural literacy, students should be better able to understand functions of models, and apply principles and ideals to project consequences of adolescent choices, and then begin to set personal goals and lay realistic plans for achieving them.

A Hope

With clear general goals that focus on knowledge, attitudes and skills parents and teachers value and can see children learn, I expect a renaissance of interest in elementary social studies as essential as our prekindergarten and kindergarten programs, and meaningful content would allow daily success that is needed to complement the slow-developing skill subjects. Better stories, more detailed texts, and new freedom to use more elegant, powerful methods will make the subject easier and more rewarding for teachers to teach. Without pessimistic assumptions and arbitrary limits on methods, and more interesting and teachable content, I hope elementary social studies will become a district-wide laboratory that will encourage teachers to experiment and renew their sense of power and purpose, that will fascinate and impress pupils with their ability to learn, and that will show parents how effective public schools can be in educating children.

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REFLECTIONS ON SOCIAL STUDIES EDUCATION

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One of the more challenging tasks of my graduate work has been teaching a social studies studies methodology class to undergraduate elementary education students. The class is experiential in nature and emphasizes social studies as the core area of an integrated curriculum. Students gain practical experience in curriculum integration through a series of in-class activities and assignments. From the first day of class, the activities cause students to begin thinking about social studies, or, more to the point, about actually teaching "social studies" in relation to other academic areas.

An initial activity is a class field trip conducted with the aid of slides and tapes. Students, without ever leaving their chairs, are instructed to imagine themselves as explorers encountering a new land. They are treated to audio images of sea breezes, crashing waves, strange animal sounds, and music along with visual images of beach, mangrove swamp, mountains, plants, a river, animals, and old stone buildings. Students are instructed to write three questions they would ask of the people they might encounter in this land. Each student is called on in turn to state the questions. Once questions are written in abbreviated form on the board, the students are encouraged to organize the questions in terms of common patterns. The categories are easily translated into the academic patterns. The categories are easily translated into the academic disciplines which make up the social

sciences. During the discussion which follows this activity, students, whose personal experiences with social studies included memorizing dates and names or perhaps making a salt map, express surprise at the variety of academic disciplines known collectively as "the social studies."

The imaginary field trip is followed by a discussion of students own memories of elementary school social studies. Students react to the questions "What do you remember doing during social studies lessons?" and "What do you remember feeling when the teacher announced it was time for social studies?" The moans and groans that resound throughout the classroom when students are asked to recall what they felt when their former teachers said, "Now, class, it's time for social studies" is a sad, yet telling, testimony to the state of social studies education in too many elementary schools. The discussion of these questions lays the groundwork for a semester-long effort on my part to help students develop positive attitudes regarding the worth of teaching social studies. The task seems particularly formidable, albeit worthwhile, at a time when public school curriculum is driven by standardized tests which emphasize minimal skills in reading and math only.

I am convinced that social studies holds a second-class status in the elementary curriculum because teachers: (a) have a compartmentalized understanding of the curriculum in which major emphasis is given to reading, language, and mathematics instruction, (b) remember their own experiences in social studies as dry and boring, (c) understand the content of social studies instruction to consist solely of history and geography facts, and

(d) have not developed creative techniques for teaching social studies skills and knowledge. In order to make significant changes in teacher attitudes and behavior, a methodology class for future teachers should be experiential in nature and, yet, provide students with a theoretical model of social studies as the core of an integrated curriculum. Future teachers clearly demand practical answers to the question, "What do I do on Monday?" Given the four problem areas outlined above and the pressures of the daily teaching schedule, it is no surprise that teachers without a practical knowledge in the components of the social sciences will revert to textbook instruction, if not omit social studies entirely from daily lessons. Future teachers can learn how to use the tools of the social sciences for gathering, organizing, and interpreting data regarding social phenomena through "hands-on" projects which they can use in their own classrooms. For example, in one activity, my students make a pinhole camera and use photography to gather data for a research question they pose. In another assignment, students conduct oral history interviews with individuals. Often these are combined with genealogical charts.

Two crucial elements in these and other assignments include a critical reflection, a kind of macro-analysis, of the assignment itself in which students must identify age-appropriateness of activity, as well as any potential or actual problems. This includes a statement of the expected learning outcome from the assignment, and one which has direct bearing on the issue of social studies as the core of an integrated

curriculum, is that students must create at least two learning activities in other subject areas (math or language arts, for example) which incorporate aspects of the social studies assignment. For instance, language arts activities can be developed for the transcription of an oral history interview; or science and math activities can flow from photographic investigation of neighborhood pollution.

Emphasis on social studies as the core of an integrated curriculum is achieved in all other assignments as well. Early in the semester, the class takes a field trip, complete with questionnaire, to a museum on campus. The trip is followed by a debriefing session which models the macro-analysis expected in future assignments. Then the class is divided into small groups, each of which plans and carries out its own field trip to a local site. The groups are responsible for writing three pre-trip lesson plans--one with a social studies focus and two which incorporate the future field trip in other academic areas. The groups also must write a plan for learning activities to be conducted on the field trip and three post-trip lesson plans which meet the same criteria as the pre-trip plans regarding the integration of subject matter. These plans, including an analysis of actual or potential problems, are shared with the entire class.

One assignment most appreciated by students requires them to search professional education journals for articles which discuss social studies learning activities. Students must create two other learning activities which integrate the social studies activity discussed in the article with other academic areas. As

in all assignments, students must reflect upon and state what is to be learned and why it is important for elementary children to learn it. For many students this is their first, and unfortunately, only contact with journals in the field.

The practical needs of future teachers suggest that a class in social studies methodology should provide them with opportunities to create and gather materials in addition to developing teaching techniques. Students should leave such a class with an enthusiasm for teaching social studies based upon confidence in their newly acquired abilities to create exciting social studcies lessons which are the core to an integrated, experiential curriculum.

DEMOCRACY, DIVERSITY, AND THE SOCIAL STUDIES METHODS COURSE

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In over a decade of experience as social studies educators, we have continued to ask the persistent and often disturbing question, "Are we making a difference in the social studies classroom?" This can be a sobering yet valuable reflection on who we are and what we are doing as social studies educators.

One of the most frustrating concerns is the phenomenon that Shaver (1977) first discussed and what Leming (1989) most recently describes as the "two cultures" of social studies and those who "do" social studies presents a troubling reality. The "two cultures" can be an overwhelming obstacle to social studies educators who want to increase communication, enhance cooperation and establish common ground among our ranks that will promote change and make a difference for teachers and students.

Adding to the frustration of the two cultures is the task of selective neglect. Selective neglect (Welton and Mallan, 1981) is the difficult task of making decisions about what to include and what not to include in the social studies methods course. The difficulty of this task is compounded when the room to maneuver is within the limited confines of only one, two or three units of university credit.

Because it is our responsibility to continually reflect upon what we do as professionals, several assumptions have been developed that help guide us in our curricular decision making. These assumptions help us remain hopeful that a difference can be

made in the social studies classroom.

The first assumption is that social studies educators are living and learning in a highly charged political world and that schooling, as it exists in this political world, is a political and cultural enterprise. Consequently, it seems necessary to involve prospective teachers in understanding the realities of the conflicts, tensions and ambiguities of school and society. It is unrealistic to think that our role as social studies educators is non partisan, and likewise, prospecitve social studies teachers must also understand their partisan role in decision making and classroom instruction.

It is important for prospective teachers to recognize and accept that schools are not only instructional sites but are also arenas where, like society, diverse groups struggle for dominance and where students are granted privilege and status on the basis of race, sex, and social class. Students as future teachers should be aware that they have an opportunity and responsibility to play a critical role in identifying and analyzing this discriminating function of schooling. Social studies educators have an obligation to help potential social studies teachers understand and negotiate the uneven terrain of the political, social and cultural landscape. If the politics of schooling and its relationship to the larger society are ignored, an erroneous implication may be made that schooling and the social studies classroom exists in an isolated, sanitized world.

A second assumption is that students as prospective teachers are legitimate partners in an education process that engenders the principles of liberation and social change. These students

are viewed as having knowledge and experience that is an invaluable resource in empowering the powerless, changing social injustice, and understanding and applying the principles of our diverse democratic society. To ignore the perspective and experience of the student is tantamount to ignoring years of first hand experiences as both client of the schooling establishment and as a participant in the social, political and cultural enterprises of the larger society.

Viewing prospective teachers as legitimate partners in learning means that they are to be valued as what Henry Giroux describes as transformative intellectuals (1985). This view of students is critical in that it moves away from the narrow goal of training prospective teachers and moves toward enfranchising students in their own education. As a partner in learning, the student is perceived not as as technician of classroom instruction or as passive recipient of professional knowledge, but as a highly valued, critically thinking individual capable of articulating, promoting and practicing the liberatory possibilities of a democratic society. In other words, instead of being preoccupied with learning primarily "what works" and "how to" in a methods classroom, students are encouraged to become critical agents who make choices and decisions based on their examination of the underlying foundations of social studies education, schooling, and society.

Given these assumptions that 1) social studies educators are involved in a highly political process and 2) that students as prospective teachers are capable and respected partners in their

own education, the balance in social studies education must shift significantly toward students examining the conflicts and issues in our field, school and society, and shift away from their being told how to teach social studies education. Students in a social studies methods course who become involved in questioning and building rationales for their partisan role in social studies education will enhance their own ability to assist elementary and high school students, parents, administrators, colleagues and community representatives, live, learn, and practice democratic and liberatory ideals.

Moreover, students who are encouraged to build a strong rationale that focuses on why rather than how strengthen an understanding among the method, content and course structure, and the larger realities they will face when they walk through the classroom door. Placing an emphasis on the teaching of classroom management strategies and mastering "the best way" to teach a body of knowledge too often excludes the building of a strong teaching rationale in the social studies methods classroom. This training approach to teacher education deskills teachers and moves them away making independent and creative decisions about what they can do in the social studies classroom. This is not to suggest that learning the "how to" of education is unimportant. However, an emphasis on what works in the social studies methods classroom reduces the central questions of learning to simplified management issues, and organizes school life around curricular, instructional and evaluation "experts" who do the thinking while the teachers are reduced to doing the implementing (Giroux, 1988). It is this instructional emphasis

that exacerbates and legitimizes the schism between the two cultures of social studies education.

It seems apparent that social studies education suffers in part because democracy in the social studies classroom is a revolutionary concept. Reality dictates political choices. Social studies educators are not immune to making partisan political choices. The task of selective neglect demands that hard political and instructional choices be made when social studies courses are structured and when content is taught. One of the more important ways to help future teachers learn how to make the hard decisions inherent to selective neglect is to involve them in the process of selecting course content. The decision of what to learn in the social studies methods classroom should be made by the instructor and students. Students as prospective teachers can use their own experience to help inform what the content and structure can, should and ought to be. This combination of teacher and student interaction allows for a variety of approaches to teaching and learning. If there is an acceptance that we live and teach in a diverse society, then future social studies teachers must be prepared to make informed choices from a variety of instructional approaches that will best meet the needs of individual students, different groups of students and widely diverse schools and communities. More importantly, this concept of student as partner can help prospective teachers build a strong rationale that will enable them to continually examine and answer the fundamental question: "Why am I teaching what I'm teaching?"

Students as potential teachers are capable of making informed decisions about what they are teaching. Those students who have had the experience of making decisions in an environment that is democratic will begin to understand and apply the ideals of emancipatory, democratic teaching that promotes social change and is the cornerstone of our society. It is these social studies teachers who are preferred in a democratic society over the social studies teachers who cannot state a strong rationale, who have no clear sense of their own empowerment (and are both unwilling or unable to empower students), and abdicate their own teaching responsibility exclusively to perceived experts (e.g. textbook publishers, state legislatures, mandated national and state guidelines).

Ultimately, the issue is what is appropriate to a democratic society. It is critical that prospective teachers recognize their partisan role in society, and acquire the confidence to participate in an informed and critical manner. In a democratic society, it seems necessary to encourage future teachers to be agents of social change, question what knowledge is of most worth, and make learning democratic and emancipatory.

In conclusion, a challenge is offered from a high school teacher to his future colleagues: "Teachers-to-be should not be ashamed or frightened of taking sides in favor of democracy and social justice." (Bigelow, 1989, p. 447). In our diverse national and international community, this challenge is relevant to all social studies educators, and is the essence of social studies education in a free society.

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THE CASE FOR SOCIAL MATHEMATICS (STATISTICS) IN SOCIAL STUDIES EDUCATION

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Historically, social scientists have used verbal more than statistical analysis, but in the last several decades, especially since World War II, the difference has narrowed. Social scientists now conduct their research using both quantitative and qualitative data (Baumol, 1985, Collins, 1981; and Hutter, 1972). This change has not carried over to social studies programs as taught in elementary and secondary schools. Students in geography, history, political science, and sociology seldom are called upon to measure, make calculations, and build interpretations based on statistical evidence. Economics is sometimes an exception. Charts and graphs frequently appear in social studies textbooks but they are used primarily to support the exposition of the author rather than as data for student interpretation. Within this mode, students are the consumers of information rather than the producers of inferences and generalizations.

Social information in numeric form is better envisioned as a stream than as a reservoir. For example, we are now accustomed to receiving weather information on a daily or hourly basis. Much social information is updated annually in the Statistical Abstract of the United States (1990) which is a compilation of the sampling of data released during the year by government sources. Many agencies release social data quarterly, monthly,

or even weekly. For students to function as well informed citizens in an Information Age they should understand this stream of information and how to use it effectively. Library skills using only the card catalog and Readers Guide to Periodical Literature are still useful but clearly not sufficient as many social data are reported in several data bases.

Textbooks do well in providing definitions of terms and narrative descriptors of social studies content. However, they are not adequate in delivering the numeric information that is needed in a rapidly changing and information rich society. The few statistics included in textbooks rapidly become out of date since textbooks have a use expectancy of five to seven years or longer. This is clearly unsatisfactory in a world in which we use information technology to monitor many kinds of local and worldwide changes daily or even on a real-time basis.

In contrast to textbooks, computers can provide social statistics and tools to process the data. Information in a database can be updated frequently at low expense. Computers and data processing cannot compete in the things that textbooks do well. Textbooks and computers complement each other and both are needed for the best instruction. Given the proliferation of social statistics and computers to provide information, the time is right for incorporating social mathematics information and skills into the social studies curriculum. As students are asked to incorporate new information in their decision making and policymaking activites, better ways of obtaining and using data are imperative.

Social mathematics includes the study and use of statistics

as applied to the social world. It includes the skills used to collect, quantify, and measure data; to judge the quality of the data; and to communicate these measures to others. The use of social mathematics helps us to solve problems and make decisions which influence the quality of our life. Examples of mathematics concepts useful in social studies include probability, per cent, ratio, index, central tendency, mean, median, mode, range, and sampling.

Statistical analysis in social studies education is a means to an end. The primary goal of social studies continues to be to prepare students to be informed citizens by introducing them to the structure, concepts, and skills of the social science disciplines. This goal can be met with greater success and a higher level of sophistication of students have opportunities to learn and use more statistical analysis in making personal and social decisions. Various statistical procedures have become important and will continue to be valuable lifelong social studies skills.

Education is in a similar position today that business found itself during the 1970s. Business leaders realized they could use much information available on government computer tapes, but the specific information they needed for business decisions was too difficult to isolate. In response to this need a new knowledge industry developed using data specialists who repackaged information in a form convenient for business and sold the information to business. In education our data needs are different. The education profession can establish a mechanism

for channeling data into the schools in a convenient and inexpensive form without violating copyright protection laws. In this respect social studies educators will need to work with media specialists and high-tech librarians in order to bring social data into the schools. There are excellent sources of uncopyrighted statistical data generated by agencies such as the World Bank, World Resources Institute, Population Reference Bureau, UNESCO, United States governmental agencies, and other similar organizations. A careful appraisal of the data is necessary because social statistics are often flawed and misused.

The floodtide of information would not be useful without classroom computers to store and process data. Computers can sort, calculate, graph, and map data. For example, data on adult literacy is found in many sixth grade social studies textbooks. The nations are listed in alphabetical order so students can easily find data for any nation. A ranked information file would be more useful and effective for seeing the range and relative position of any nation with respect to adult literacy. In addition, such a file would be easy to divide into a frequency distribution which can be entered as regions on a map. Putting literacy data for 150 plus nations in rank order would be a boring and time consuming task if students were asked to undertake this task using only pencil, paper, and brain, The use of the computer makes such a project feasible. For example, with a single keystroke the student commands the computer to put the file of literacy information in rank order. With another keystroke the computer brings up a graph of all of the nations on adult literacy. The computer is instructed to map the data into

regions of literacy. At each stage of learning the teacher should ask questions which enable students to interpret the data in various ways. In time students will be able to ask their own questions and to interpret data without the teachers first posing questions.

Using computers and data bases make it feasible to examine small geographic units. For example, a data base can provide information on every city and county in the nation. The advantage is not in providing data on the local community, as this information is already available in the local library. The advantage is having a much finer grained look at social science concepts. It is like looking at society through a microscope instead of a magnifying glass. For example, in a sociology class students could compare the crime rate of their city or county to all others in the nation. They could determine if crime seemed related to income, or to education levels, or to the amount spent on law enforcement, or to some other social or economic variables.

Studying a topic like crime or unemployment rates at a state level is limited because there is often as much variation with a state as between states. In Wisconsin, for example, recent data showed an unemployment rate of 3% in one county and 30% in another county with a statewide average of 7%. This latter figure although accurate may be misleading when examining unemployment on a national basis. Many social topics like unemployment or income per capita are better studied using smaller geographic units. Such detailed data will not fit in

textbooks, but easily fits on computer disks and especially on CD ROMs. Such information is already online and, if readily available to schools could be relatively inexpensive and easily updated as new information become available.

Widely reported information such as "Gross National Product" and "Consumer Price Index" have serious shortcomings especially when making time series or international comparisons. Statistical manipulation can do little to remedy weaknesses in original data. Society will not give up these concepts so citizens must learn to factor some doubt into their conclusions. World data are especially vulnerable to distortation for a number of reasons that citizens can learn to understand. The accuracy of both national and world data have greatly improved during the past decade and will no doubt continue to improve in the coming years.

Establishing "cause and effect" relationships is often a major concern in the social science disciplines. Social statistics will often suggest associations between two files of information. For example, nations with high literacy rates often tend to have longer life expectancy, while industrial nations have a higher age dependency ratio. The problem is in determining which is cause and which is effect. It is possible that the relationships reinforce one another or that both are influenced by a third social force.

Correlations with time series in history lose some usefulness because the results are so often highly positive or negative even with data that have little apparent relationship. One explanation may be the tendency of so many social phenomena

to increase (or decline) through time for a variety of different reasons. Population, income, productivity, and life expectancy often increase, while death rate, illiteracy, and fertility are examples of characteristics that decline. Are there statistical procedures that are more useful than correlation for this kind of analysis of data? Are there effective stastical ways to detect cyclical changes?

In the physical sciences cause and effect can often be resolved by a controlled experiment in the laboratory. This is less often possible in the social sciences. As members of society we have to learn to live with possibilities, plausibilities, and probabilities. Our use of statistics should help us raise our level of sophistication and understanding of social issues. However, statistics by themselves are unable to provide proof of a phenonema that may be expected in the fields of science and mathematics.

Controlled experimentation is seldom possible when examining large scale social issues but temporal or spatial comparisons are often revealing. For example, medical geographers have noticed that health problems vary in different parts of the world. They may ask, "Why is heart disease so common in the United States but relatively rare in Japan?" Studying the relationship of heart disease to climate or life style may lead to hypotheses but do not constitute proof. To help understand our changing world we may need to ask questions such as the following. What kinds of experimentation and statistical analysis are possible when examining these kinds of social issues? Or, can we arrive at a

conclusion regarding the relationship of a market economy to prosperity? Must a developing nation become industrialized and urbanized in order to gain wealth and improve the physical quality of life? Does a developing nation gain more by stressing primary education for all children or by making certain that a few of the best students continue into higher education?

Another statistical procedure often encountered in the media is the "weighted average". Environmental groups often rank states or their communities on their efforts at cleaning up the environment. Taxpayer groups, feminists, and dozens of special interest groups use the similar procedures to support their positions on issues. The problem is that the rankings appear scientific on the surface but in reality are highly subjective in deciding what data to include and what weight to give to each factor. Students who construct and use weighted averages soon see the opportunities for bias. Public opinion polling is another procedure that is widely misused. The characteristics of a legitimate poll along with figuring the margin of error is vital citizenship understanding.

Probability could have a different emphasis in social studies than in a beginning statistics course. When students read probability data of health hazards, social dysfunctions, or environmental risks they should be able to put the risk in perspective. There should be a logarithmic scale on which common risk levels are entered. Newly encountered data could then be compared with something else that is familiar.

Social statistics are unusual in that neither time series nor regional comparisons consistently fall into a bell shaped

curve. More often than not the frequency distribution leans toward one end or the other of the curve which makes the curve highly skewed. In these instances the measures of central tendency are often not very revealing. Are there statistical procedures that are designed for this kind of pattern of distribution?

The point of this speculation is to establish that the quantitative literacy in social studies may require something different from the statistical procedures offered in an elementary statistics class. Social studies educators must first begin by determining their unique needs rather than by simply asking statisticians and mathematicians what we need to know about their disciplines.

The inclusion of any form of quantative literacy within the social studies curriculum will undoubtedly encounter many skeptics who express concerns such as the following.

From Teachers:

1. I am not prepared to teach mathematics and decided I want to teach social studies; I was poor in mathematics throughout my years of schooling.
2. There is not time for new topics to be added to the curriculum as existing course requirements take more time than is available.
3. Data processing using computers is too difficult for many students.
4. I do not have ready access to computers in my classroom.
5. I am not eager to learn to use computers so that I could include content from social mathematics in my social studies classes.

6. Let the mathematics teachers teach statistics.

From Administrators:

1. There is no money for introducing these materials or for staff development in my school.
2. There is no money for computers and software; the teachers are not interested in such a project.
3. Our school already has major projects underway in drug education, reducing school dropouts, increasing test scores, challenging gifted and talented students, and the new state mandates which need to be implemented.
4. There has been no demand on the part of the community for such a program.

From Textbook Publishers:

1. In the early 1980s we rushed into computer applications that did not sell well and cannot afford to take a financial risk.
2. There is no demand to stress quantitative literacy in the social studies from school districts or the social studies profession.

This paper challenges educators to develop new ideas or quantitative literacy as a basic skill in social studies instruction. This is the first challenge but not the only one. No matter how valuable these ideas are they will not get into the classroom practice without piloting them skillfully through the process of curriculum change and staff development.

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